DOCUMENT RESUME

ED 191 523 JC 800 485

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TITLE East Los Angeles College Former Students Survey. Research Report 80-4.
INSTITUTION East Los Angeles Coll., Calif.
PUB DATE Aug 80
NOTE 56p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Ancillary School Services: *Community Colleges: Courses: Dropout Research: *Dropouts: Enrollment Influences: Followup Studies: Institutional Evaluation: Mexican Americans: *Participant Satisfaction: Questionnaires: *Student Attitudes: Student Evaluation of Teacher Performance: Tables (Data): Two Year Colleges: *Two Year College Students: Vocational Followup

ABSTRACT

A telephone survey of 1,080 students enrolled in East Los Angeles College (ELAC) during the Fall 1977 semester, but not subsequently enrolled in the Spring 1978 semester, was conducted to determine the students' current activities and to ascertain their characteristics and opinions concerning ELAC. The former students, representing 10% of the Fall 1977 enrollees who did not return for the following semester, were asked to evaluate the courses and services offered at ELAC. In addition, the interview schedule contained questions related to reasons for attending ELAC and for not returning, the use students made of tutorial and counseling services, the students' current employment status, and what they liked most and least about ELAC. Major findings, based on 242 completed interviews, reveal that most respondents chose ELAC because of its location, and that they typically attended for only one semester. The primary factor most liked about ELAC was the helpfulness of the faculty, and the least liked factor was "a lack of relevance of the student's major to his/her career goal." Fewer than 33% of the students had consulted an academic counselor, and only 16% used tutoring services. Over 80% of the former students were employed--most (66%) in fields related to their education. The survey report analyzes findings for each item on the interview schedule and provides summary recommendations and data tables. (JP)

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EAST LOS ANGELES COLLEGE

RESEARCH REPORT

RESEARCH REPORT 80-4

EAST LOS ANGELES COLLEGE FORMER STUDENTS SURVEY

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Steven Mark Sachs,
Coordinator of Research and Evaluation
(Questionnaire design by Ernesto Ballesteros)

August, 1980

JC 800485

EXECUTIVE SUMMARY
EAST LOS ANGELES COLLEGE
FORMER STUDENTS SURVEY

Based on a series of phone interviews with a random sample of former ELAC students, a number of major findings surfaced. Here are a few of them:

1. Most ELAC students chose the school because it was close to home.
2. Students typically attend only one semester.
3. Spanish is spoken in the homes of 71.2% of our students.
4. One-fifth of our students want to get a degree; fewer than 10% expect to be prepared for a 4-year college through their ELAC studies.
5. Seventy-four percent of students feel that they are able to take courses relevant to their career interests.
6. "Good teachers" is the primary factor most liked about ELAC coursework.
7. Least-liked factor realted to coursework is "lack of relevance of the student's major field to his/her career goal."
8. Over 3/4 of students are employed; 2/3 of these feel that their education is relevant to their job. "Average" number of weekly hours worked: 34.4
9. One third of students feel that their courses require "an excessive amount of work."
10. Eighty-two percent of students feel that class material is well taught.
11. Fewer than 1/3 of students ever see an academic counselor.
12. Sixteen percent of students used tutoring services.
13. Least liked aspects of the college are the facilities; this probably centers on the parking situation.
14. Over half of the nonworking students desire employment while attending.
15. Highest-rated service was the library; lowest was parking.
16. About 14% of our students actually transfer; largest chunk of these go to CSULA.
17. Over 80% of former students are now working.
18. Females attend longer and take more units than do males. They are also more interested in formal recognition such as degrees.
19. Fulltime students list "Teachers Nice/Caring" as most liked aspect of ELAC in 13% of the cases; only 3.8% of partime list this is most liked.
20. Proximity to home was more important to parttime and evening students than it was to fulltime or day students in terms of reasons students chose ELAC.

The following presents a selection of the several recommendations made in the report:

1. View ELAC as a "community college" rather than as a 2-year, pre-university institution.
2. Support basic English and ESL.
3. Course and degree completion rates are inappropriate measures for student accounting.
4. Extend registration periods or provide better forewarning about closing dates.
5. Increase counselor input into student selection of (or abolish the concept of) a "major."
6. Maximize social opportunities for students; they place great emphasis on them.
7. Improve the parking situation.
8. Increase visibility and publicity of the Placement Office.

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PURPOSE

In its continuing effort to maintain the highest educational quality, East Los Angeles College periodically surveys its current and former students for objective and subjective feedback on the College's effectiveness. This Research Report will provide information on a sample of former ELAC students in terms of their current status and activities and the ways in which their collegiate experiences at ELAC affected them.

METHOD

With the assistance of the ELAC Office of Admissions, information sheets on all students enrolled in East Los Angeles College's Fall, 1977 semester but not subsequently enrolled in the Spring, 1978 semester were obtained. These sheets provided the Research Office with names and telephone numbers of these noncontinuing students.

An approximately 10%, N-person sample was obtained by recording the name and phone number of every 10th student listed on the sheets.

The Former Students Survey was developed and each identified student was telephoned. (See Appendix I for a copy of the Survey.)

Completed questionnaires were hand-coded, then keypunched. Computer analysis was via the Statistical Package for the Social Sciences, as "programmed" by this writer.

RESULTS

Approximately 1,080 telephone calls were made; of these, 242 were completed for an overall response rate of 22.4%.

The following tables present the results of the phone survey. The reader is referred to Appendix II for statistical measures and discussion on the representativeness of the sample of respondents.

The Discussion and Conclusions section, beginning on Page 19, will further develop the information in these tables.

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SEX BREAKDOWN — TABLE I

CATEGORY	SURVEY GROUP NUMBER	SURVEY GROUP PERCENT	STUDENT POPULATION NUMBER	STUDENT POPULATION PERCENT
Male	112	49.3	7,542	47.9
Female	115	50.7	8,211	52.1

ETHNIC BREAKDOWN — TABLE II

CATEGORY	SURVEY GROUP NUMBER	SURVEY GROUP PERCENT	STUDENT POPULATION NUMBER	STUDENT POPULATION PERCENT
Native American	9	4.0	133	1.6
Black	22	9.7	589	6.9
Mex. Am./Chicano	124	54.9	5,530	65.2
White/Anglo	33	14.6	1,217	14.4
Asian	17	7.5	924	10.9
Other	21	9.3	83	1.0

AGE BREAKDOWN — TABLE III

CATEGORY	SURVEY GROUP NUMBER	SURVEY GROUP PERCENT	STUDENT POPULATION NUMBER	STUDENT POPULATION PERCENT
Under 20	29	16.1	3,794	24.1
20-24	59	32.8	5,035	31.9
25-29	37	20.6	2,800	17.8
30-34	18	10.0	1,474	9.4
35-39	7	3.9	833	5.3
40-49	16	8.9	1,079	6.8
50-59	12	6.7	597	3.7
60+	2	1.1	151	1.0
MEAN	28.3		27.0	
MEDIAN	24.8		In 20-24 interval	

HOW STUDENTS FOUND OUT ABOUT EAST LOS ANGELES COLLEGE — TABLE IV

METHOD	NUMBER	PERCENT
Friend/Relative	73	33.2
Close to Home	71	32.3
High School Counselor	36	16.4
Newspaper	6	2.7
Outreach Class	4	1.8
Community Services Class	1	0.5
Other Method	29	13.2

WHY STUDENTS CHOSE EAST LOS ANGELES COLLEGE — TABLE V
(Criterion used: Reason must account for at least 3% of respondents)

REASON	NUMBER	PERCENT
Close to Home	126	60.9
Reputation of ELAC	16	7.7
Obtain More Knowledge	12	5.8
Free/Low Cost	7	3.4
Close to Job	6	2.9
Other Reason	40	19.3

NUMBER OF SEMESTERS COMPLETED AT EAST LOS ANGELES COLLEGE — TABLE VI

NUMBER OF SEMESTERS	NUMBER	PERCENT
0	45	20.3
1	68	30.6
2	36	16.2
3	22	9.9
4	25	11.3
5	8	3.6
6	12	5.4
7+	6	2.8

Mean = 2.1

Median = 1.5

Mode = 1

STUDENT LOAD INDICATOR — TABLE VII

CATEGORY	SURVEY GROUP NUMBER	SURVEY GROUP PERCENT	STUDENT POPULATION NUMBER	STUDENT POPULATION PERCENT
Fulltime	70	31.7	4,320	27.4
Parttime	139	62.9	11,433	72.6

ATTENDANCE LOGISTICS — TABLE VIII

CATEGORY	SURVEY GROUP NUMBER	SURVEY GROUP PERCENT	STUDENT POPULATION NUMBER	STUDENT POPULATION PERCENT
Day	116	52.5	9,998	63.5
Evening	105	47.5	5,755	36.5

VETERAN STATUS — TABLE IX

CATEGORY	SURVEY GROUP NUMBER	SURVEY GROUP PERCENT
Veteran	43	20.1
Nonvet	171	79.9

LANGUAGE(S) SPOKEN IN THE HOME — TABLE X

LANGUAGE	PRIMARY STATUS NUMBER	PRIMARY STATUS PERCENT	SECONDARY STATUS NUMBER	SECONDARY STATUS PERCENT
English	166	72.8	43	18.6
Spanish	46	20.2	50	51.0
Japanese	3	1.3	4	4.1
Chinese	7	3.1	0	0.0
Korean	1	0.4	0	0.0
Tagalog	1	0.4	0	0.0
Other	4	1.8	1	1.0
None	N/A	N/A	133	57.6

PERSONAL BENEFIT EXPECTED FROM EAST LOS ANGELES COLLEGE — TABLE XI
(Criterion used: Benefit must account for at least 4% of respondents)

CATEGORY	SURVEY GROUP NUMBER	PERCENT
More Knowledge	58	30.1
Get a Degree	41	21.2
Earn More Money	25	13.0
Prepare for 4-Year College	19	9.8
Get/Improve Job Skills	9	4.7
Personal Interest	9	4.7
Understand Myself	8	4.1

TYPE OF PROGRAM IN WHICH ENROLLED — TABLE XII

PROGRAM	NUMBER	PERCENT
Degree	72	31.2
Certificate	19	8.2
None listed	140	60.6

ABLE TO TAKE COURSES RELEVANT TO CAREER INTERESTS? — TABLE XIII

ANSWER	NUMBER	PERCENT
Yes	163	73.8
No	58	26.2

REASON NOT ABLE TO TAKE RELEVANT COURSES — TABLE XIV
(Criterion used: At least 4% respondents gave this reason)

REASON	NUMBER	PERCENT
Did Not Register in Time	8	22.9
Graduated: Have A.A. or A.S. Degree	3	8.6
Working Full-Time/No Time	2	5.7
Don't Like School	2	5.7

FACTOR(S) LIKED MOST ABOUT COURSEWORK — TABLE XV
(Criterion: at least 4% or respondents)

FACTOR	NUMBER	PERCENT
Good Teachers	39	31.5
"Education"	14	11.3
"Interesting"	13	10.5
Fine School	10	8.1
Good Programs for Chicanos	10	8.1

FACTOR(S) LIKED LEAST ABOUT COURSEWORK — TABLE XVI
(Criterion: at least 4% of respondents)

FACTOR	NUMBER	PERCENT
Lack of Relevance of Major Field to Career Goal	40	42.6
Lack of Social Opportunities	17	18.1
Course Content in Student's Major Field	16	17.0
Teaching in Student's Major Field	6	6.4
Residence/Living Accomodations	5	5.3

RELEVANCE OF COURSEWORK TO JOB — TABLE XVII

ANSWER	NUMBER	PERCENT
Relevant	106	67.9
Not Relevant	50	32.1

WERE COURSES USEFUL TO STUDENT'S JOB? — TABLE XVIII

ANSWER	NUMBER	PERCENT
Yes	103	88.8
No	13	11.2

COURSEWORK-RELATED STATEMENTS: AGREEMENT AND DISAGREEMENT — TABLE XIX

STATEMENT	AGREE NUMBER	AGREE PERCENT	DISAGREE NUMBER	DISAGREE PERCENT
The courses were accurately described in the College Catalog	165	84.2	31	13.4
The courses required an excessive amount of work	65	33.7	128	66.3
The course work was too advanced (difficult)	37	19.2	156	80.8
The class material was well taught	155	82.4	33	17.6
The courses were challenging	146	77.2	43	22.8
The courses were what you expected	160	83.3	32	16.7

MEETINGS WITH ACADEMIC COUNSELORS — TABLE XX

Average numbers: Mean = 0.47 / Median = 0.21 / Mode = 0.0.

69.7% never
19.2% once
6.7% twice
4.4% more than twice

COUNSELOR HELPFULNESS RATINGS — TABLE XXI

HELPFULNESS CATEGORY	AGREE NUMBER	AGREE PERCENT	DISAGREE NUMBER	DISAGREE PERCENT
Getting the courses student needed	45	65.2	24	34.8
Understanding the courses better	38	56.7	29	43.3

TUTORIAL SERVICES USAGE — TABLE XXII

ANSWER	NUMBER	PERCENT
Yes	33	15.7
No	177	84.3

REASONS TUTORS NOT USED — TABLE XXIII

REASON	NUMBER	PERCENT
Didn't need them	97	63.4
Didn't have any tutors for my class	8	5.2
Other reason given	46	30.1

TUTOR EFFECTIVENESS (DIRECT AND INFERRED) — TABLE XXIV

QUESTION	ANSWER	NUMBER	PERCENT
Were tutors helpful?	YES	28	77.8
	NO	8	22.2
Would you use this service again?	YES	26	81.2
	NO	6	18.8

MOST LIKED ASPECTS OF EAST LOS ANGELES COLLEGE — TABLE XXV

(Criterion: 4%)

CATEGORY	NUMBER	PERCENT
The College in General	40	22.7
The College's Location	34	19.3
Social Opportunities	18	10.2
Teaching in the Student's Major Field	16	9.1
Teachers Nice/Caring	13	7.4
Course Content in Student's Major Field	10	5.7
Cost of Attendance	7	4.0

LEAST LIKED ASPECTS OF EAST LOS ANGELES COLLEGE
(Criterion: 4%)

TABLE XXVI

CATEGORY	NUMBER	PERCENT
Facilities	30	30.6
Teaching in Student's Major Field	12	12.2
Counseling/Guidance Services	8	8.2
Scheduling of Classes	7	7.1
Quality of Students	6	6.1

WORKING STUDENT LOGISTICS

TABLE XXVII

CATEGORY		NUMBER	PERCENT	
Employed while attending ELAC?	YES	153	77.3	
	NO	45	22.7	
Hours worked/week: (based only on those who worked while students)	20 and under	26	17.3	AVERAGES
	21 to 39	23	15.7	Mean = 34.4
	40	88	58.7	Median = 39.8
	over 40	13	8.3	Mode = 40
Work schedule interfere with classes? (Asked of working students)	YES	43	32.3	
	NO	90	67.7	
Interested in working while attending? (Asked of nonworking students)	YES	30	52.6	
	NO	27	47.4	
Did you use ELAC Job Placement Services? (Asked of nonworking students)	YES	13	25.5	
	NO	38	74.5	

FINANCIAL AID LOGISTICS

TABLE XXVIII

CATEGORY		NUMBER	PERCENT
If received financial aid, was it enough?	YES	14	53.8
	NO	12	46.2
If did not receive financial aid, did you know whether or not you were eligible for it?	YES	45	25.1
	NO	134	74.9

ADEQUACY RATINGS OF SEVERAL SERVICES

TABLE XXIX

SERVICE	ADEQUATE NUMBER	ADEQUATE PERCENT	INADEQUATE NUMBER	INADEQUATE PERCENT
Counseling Services	85	78.7	23	21.3
Department Advisors	57	77.0	17	23.0
Library Services*	131	90.3	14	9.7
Job Placement Services	51	73.9	18	26.1
Financial Aid Opportunities	52	81.3	12	18.8
Location of the College	175	97.2	5	2.8
Availability of Teachers Outside of Class	99	83.9	19	16.1
Schedule of Courses	130	80.3	34	19.7
Parking Facilities	66	37.9	108	62.1
Registration Process	120	68.6	55	31.4

*Keep in mind that this survey was done on students attending in Fall, 1977; this is before completion of the new library.

TABLE XXX

REASON FOR NOT RETURNING TO EAST LOS ANGELES COLLEGE FOR THE SPRING SEMESTER
(Criterion: 4%)

REASON	NUMBER	PERCENT
Is working	46	26.9
Graduated	20	11.7
Home Responsibilities	13	7.6
Illness	8	4.7
Too Busy / No Time	8	4.7
Not Interested	7	4.1
Don't Want to Work That Hard	7	4.1
No Transportation	7	4.1

WHAT THE COLLEGE CAN DO TO INDUCE STUDENTS TO RETURN

TABLE XXXI

REPLY	NUMBER	PERCENT
More / Better Classes in Each Major	10	50.0
Become a 4-year College	3	15.0
Make it Like High School	1	5.0
Expand Extension Program	1	5.0
Improve Facilities	1	5.0
Improve Counseling	1	5.0
Improve Organization	1	5.0

SCHOOLS STUDENTS ARE ATTENDING OR PLANNING TO ATTEND

TABLE XXXII

INSTITUTION	NUMBER	PERCENT
CSULA	12	37.5
Other LACCD	6	18.7
USC	3	9.4
CSULB	2	6.3
UCLA	2	6.3
High School	2	6.3
Other	5	15.6

Number listing none = 199; this is 86.1% of the unadjusted total. Therefore, 13.9% aspire to or have transferred.

FORMER STUDENTS CURRENTLY DOING THIS:

TABLE XXXIII

ACTIVITY	NUMBER	PERCENT
Working	159	82.8
Home/Family	11	5.7
Looking for Work	8	4.2
Traveling	2	1.0
Military	1	0.5
Other	11	5.7

WHAT STUDENT LIKES MOST ABOUT HIS/HER CURRENT SCHOOL — TABLE XXXIV

(Criterion: 4%)

CATEGORY	NUMBER	PERCENT
The School in General	8	22.9
Course Content in Major Field	8	22.9
Extracurricular Opportunities	4	11.4
Social Opportunities	4	11.4
Location	3	8.6
Relevance of Major Field to Career Goals	2	5.7

WHAT STUDENT DISLIKES MOST ABOUT HIS/HER CURRENT SCHOOL — TABLE XXXV

(Criterion: N>1)

CATEGORY	NUMBER	PERCENT
Facilities	6	33.3
Location	2	11.1
Scheduling of Classes	2	11.1

DO STUDENTS FEEL THEY WERE PREPARED FOR THEIR COLLEGE COURSES (ADEQUATE BASICS?) — TABLE XXXVI

ANSWER	NUMBER	PERCENT
Yes	146	70.5
No	61	29.5

ARE STUDENTS INTERESTED IN RECEIVING INFORMATION ON ELAC BASIC SKILLS PROGRAMS? — TABLE XXXVII

ANSWER	NUMBER	PERCENT
Yes	118	56.7
No	90	43.3

SEX AND AVERAGE SEMESTERS COMPLETED — TABLE XXXVIII

SEX	MEAN	MEDIAN
Male	1.99	1.47
Female	2.21	1.44

SEX AND AVERAGE UNITS COMPLETED — TABLE XXXIX

SEX	MEAN	MEDIAN
Male	15.02	7.63
Female	17.18	11.00

SEX AND DEGREE PROGRAM — TABLE XL

	DEGREE		CERTIFICATE	
SEX	NUMBER	PERCENT	NUMBER	PERCENT
Male	32	74.4	11	25.6
Female	38	82.6	8	17.4

SEX AND REASON FOR NOT RETURNING TO ELAC — TABLE XLI
(Criterion: More than 2 respondents, either male or female.)

	MALE		FEMALE	
REASON	NUMBER	PERCENT	NUMBER	PERCENT
Is working	27	34.6	19	21.1
Graduated	9	11.5	11	12.2
Home responsibilities	6	7.7	7	7.8
Illness	1	1.3	6	6.7
Don't want to work that hard	2	2.6	5	5.6
No transportation	2	2.6	5	5.6
Too busy / no time	4	5.1	4	4.4
Not interested	4	5.1	3	3.3
Want to attend another school	2	2.6	3	3.3
Not ready for college at the moment	3	3.8	1	1.1

SEX AND WHAT STUDENT IS CURRENTLY DOING

TABLE XLII

ACTIVITY	MALE NUMBER	MALE PERCENT	FEMALE NUMBER	FEMALE PERCENT
Working	84	88.4	74	77.1
Home or family duties	0	0.0	11	11.5
Looking for work	5	5.3	3	3.1
Traveling	1	1.1	1	1.1
Military	1	1.1	0	0.0
"Other"	4	4.2	7	7.3

ATTENDANCE STATUS AND WHAT STUDENT IS CURRENTLY DOING

TABLE XLIII

ACTIVITY	FULLTIME N	FULLTIME PCT.	PARTTIME N	PARTTIME PCT.	DAY N	DAY PCT.	EVE N	EVE PCT.
Working	48	77.4	102	85.7	84	84.8	75	81.5
Home or family duties	3	4.8	7	5.9	4	4.0	7	7.6
Looking for work	2	3.2	5	4.2	4	4.0	3	3.3
Traveling	2	3.2	0	0.0	1	1.0	1	1.1
Military	0	0.0	1	0.8	0	0.0	1	1.1
"Other"	7	11.3	4	3.4	6	6.1	5	5.4

ATTENDANCE STATUS AND COUNSELOR HELPFULNESS RATINGS

TABLE XLIV

HELPFULNESS CATEGORY (AGREEMENT)	FULLTIME N	FULLTIME PCT.	PARTTIME N	PARTTIME PCT.	DAY N	DAY PCT.	EVE N	EVE PCT.
Getting the courses student needed	21	72.4	22	62.9	30	69.8	15	57.7
Understanding the courses better	13	46.4	23	67.6	23	54.8	15	60.0

ATTENDANCE STATUS AND MOST LIKED ASPECTS OF EAST LOS ANGELES COLLEGE
(Criterion: 4% of any subgroup)

TABLE XLV

CATEGORY	FULLTIME N.	FULLTIME PCT.	PARTTIME N.	PARTTIME PCT.	DAY N.	DAY PCT.	EVE N.	EVE PCT.
The College in General	14	23.3	23	21.7	26	28.0	14	17.3
The College's Location	11	18.3	22	20.8	16	17.2	17	21.0
Teachers Nice / Caring	8	13.3	4	3.8	10	10.8	3	3.7
Social Opportunities	7	11.7	9	8.5	11	11.8	6	7.4
Teaching in the Student's Major Field	6	10.0	9	8.5	6	6.5	10	12.3
Cost of Attendance	3	5.0	4	3.8	4	4.3	3	3.7
Recreational Facilities	2	3.3	4	3.8	4	4.3	2	2.5
Course Content in Student's Major Field	1	1.7	9	8.5	4	4.3	6	7.4
Scheduling of Classes	1	1.7	4	3.8	1	1.1	4	4.9
TOTALS OF THESE PERCENTS		88.3		83.2		88.3		80.2

ATTENDANCE STATUS AND LEAST LIKED ASPECTS OF EAST LOS ANGELES COLLEGE
(Criterion: 4% of any subgroup)

TABLE XLVI

CATEGORY	FULLTIME N.	FULLTIME PCT.	PARTTIME N.	PARTTIME PCT.	DAY N.	DAY PCT.	EVE N.	EVE PCT.
Facilities	12	28.6	17	32.1	15	26.3	15	36.6
Teaching in Student's Major Field	5	11.9	6	11.3	6	10.5	6	14.6
Counseling / Guidance Services	3	7.1	5	9.4	5	8.8	3	7.3
Scheduling of Classes	3	7.1	4	7.5	4	7.0	3	7.3
Quality of Students	3	7.1	3	5.7	3	5.3	3	7.3
Location of the College	2	4.8	1	1.9	3	5.3	0	0.0
TOTALS OF THESE PERCENTS		66.6		67.9		63.2		73.1

TABLE XLVII

ATTENDANCE STATUS AND REASON FOR NOT RETURNING TO EAST LOS ANGELES COLLEGE
(Criterion: More than 2 respondents in any category)

REASON	FULLTIME		PARTTIME		D A Y		E V E	
	N.	PCT.	N.	PCT.	N.	PCT.	N.	PCT.
Is Working	15	26.3	29	27.6	28	31.8	18.	22.2
Graduated	13	22.8	6	5.7	15	17.0	5	6.2
No Transportation	5	8.8	2	1.9	6	6.8	1	1.2
Home Responsibilities	4	7.0	9	8.6	4	4.5	9	11.1
Illness	2	3.5	4	3.8	3	3.4	4	4.9
Too Busy / No Time	2	3.5	6	5.7	4	4.5	4	4.9
Don't Want to Work That Hard	1	1.8	6	5.7	3	3.4	4	4.9
Not Interested	0	0.0	6	5.7	2	2.3	4	4.9
Want to Go to Other School	1	1.8	4	3.8	2	2.3	3	3.7
Course Content in Student's Major Field	1	1.8	3	2.9	1	1.1	3	3.7
Scheduling of Classes	1	1.8	3	2.9	2	2.3	3	3.7
Not Ready for College at the Moment	1	1.8	3	2.9	1	1.1	3	3.7
TOTAL OF THESE PERCENTS		80.9		77.2		80.5		75.1

TABLE XLVIII

ATTENDANCE STATUS AND HOW STUDENT FOUND OUT ABOUT EAST LOS ANGELES COLLEGE

METHOD	FULLTIME N.	FULLTIME PCT.	PARTTIME N.	PARTTIME PCT.	D A Y N.	D A Y PCT.	E V E N.	E V E PCT.
Friend / Relative	25	36.8	43	31.9	36	32.7	36	35.0
Close to Home	19	27.9	45	33.3	35	31.8	33	32.0
High School Counselor	15	22.1	18	13.3	26	23.6	9	8.7
Newspaper	1	1.5	5	3.7	1	0.9	5	4.9
Outreach	1	1.5	3	2.2	1	0.9	3	2.9
Community Services Class	0	0.0	1	0.7	0	0.0	1	1.0
"Other Method"	7	10.3	20	14.8	11	10.0	16	15.5

TABLE XLIX

ATTENDANCE STATUS AND WHY STUDENT CHOSE EAST LOS ANGELES COLLEGE
(Criterion: At least 2 in any subcategory)

REASON	FULLTIME N.	FULLTIME PCT.	PARTTIME N.	PARTTIME PCT.	D A Y N.	D A Y PCT.	E V E N.	E V E PCT.
Close to Home	35	53.0	83	66.9	61	58.7	61	64.2
Obtain More Knowledge	4	6.1	7	5.6	5	4.8	6	6.3
Personal Interest	4	6.1	1	0.8	4	3.8	1	1.1
Free / Low Cost	3	4.5	3	2.4	7	6.7	0	0.0
Reputation of School	2	3.0	11	8.9	6	5.8	10	10.5
Choose a Career	2	3.0	2	1.6	2	1.9	2	2.1
Prepare for a Four-Year College	1	1.5	3	2.4	3	2.9	1	1.1
Counselor's Advice	1	1.5	2	1.6	1	1.0	2	2.1
Close to Job	1	1.5	5	4.0	2	1.9	4	4.2
TOTAL OF THESE PERCENTS		80.2		94.2		87.5		91.6

DISCUSSION AND CONCLUSIONS

A few initial notes:

1. This discussion will only consider the "high points" of the study's results. The reader interested in detail should consult the tables themselves. Additionally, substantially more detailed data than will appear in this Report are available from the Office of Research at East Los Angeles College.

2. Unless otherwise stated, the percents listed in the tables are what are called "adjusted percent figures."

   This means that blank and uninterpretable responses were excluded from the percentage computations.

3. Most of the tables provide percent values which do not add to 100. This is because certain low-yield responses were not tabulated. In these cases, the criteria used for inclusion of responses in the table are provided.

4. In the body of this Report, only five different statistics are used. They are: number, percent, mean, median, and mode. It is assumed that the reader is familiar with number and percent. A "mean" is the often-used average where the scores are totaled and then divided by the

number of scores. Example: Mean age of people who are 20, 25, and 26 years of age = (20+25+26) ÷ 3 = 23.7 years.

A "median" is that score which has the same number of scores below it as there are above it. Example: Median age of people who are aged 20, 25, and 26 is 25 years since one person is younger and one person is older than 25.

A "mode" is the most frequently-occurring score. Example: Modal age of people who are 20, 20, 20, 23, 23, and 75 years old is 20 years old since there are more people 20 years old than any other age.

5. Since the basic demographics of sex, ethnicity, age, fulltime/partime status, and day/evening status are treated in Appendix II, they will not be discussed here except to say that, on the whole, the respondents of this study were sufficiently representative to justify the generalization of their replies to the entire noncontinuing student body.

6. There were several sections of the survey which requested the respondent to choose one of several alternatives as the "most liked," "least liked," "most important," "least important," and so on. It is critical that the reader realize that this forced-choice may artifically deflate

the importance of a given reply. For example, the very last Table (Table XLIX) in the Results section indicates that 0.0% of the evening respondents listed "Free / Low Cost" as the reason for choosing East Los Angeles College. This does not imply that the cost of instruction was unimportant; it merely says that at least one of the other potential reasons listed was seen as more important. This orientation to understanding forced-choice questions must be maintained to ensure reaching meaningful conclusions.

ELAC's noncontinuing students usually found out about the school either from a friend or relative or merely because it was close to home (and presumably was "sighted" in the course of traveling to or from home on several occasions). These two methods account for over 2/3 of our noncontinuing students, and each method is about equally effective. High school counselors provide initial information to 16.4% of our former charges. This is a significant proportion, so cultivation of high school counselors would appear to be a lucrative recruitment device.

When asked why students chose ELAC (regardless of how they found out about the school), the clearly preponderant reason

was that it was close to home. The second-ranked reason was the reputation of ELAC; almost 8% of the respondents listed this as their reason for choosing the college.

Consistent with overall California Community College (CCC) trends, the modal enrollment pattern of our former students was to attend only one semester (30.6%). The median number of semesters was 1.5. Clearly, like all CCCs, East Los Angeles College is not serving essentially as a "2-year" college.

When asked about the primary and secondary languages spoken in the home, it was found that 20.2% of our former students listed Spanish as a primary language; additionally, Spanish was a secondary language in 51.0% of our former students' homes. Taken together, we find that the Spanish language is heard in 71.2% of our former students' homes. The appropriateness of basic English and ESL (English as a second language) classes is underscored by this finding.

When we look at the personal benefit expected from attendance at ELAC and compare it to the type of program in which the students enroll, certain interesting facts surface. While 21.2% of the former students had wanted to get a degree, 31.2% felt they were enrolled in a degree program. Keeping in mind that the most frequently listed expectation was to obtain more knowledge, we find that many students purposefully

enroll in a degree program without any particular aspiration for formal recognition. Note that only 9.8% of the former students interviewed expected to be prepared for a 4-year college through their experiences here at ELAC.

When asked about the type of program in which they were enrolled, a full 60.6% of the noncontinuing students failed to list enrollment in a degree or certificate program. This acts as a reification of the fact that formal, "paper" recognition for education is not a major factor in attracting students. This may also be applied to the argument against completion rates in classes as appropriate criteria for computing institutional funding allocations.

When respondents were asked if they were able to take courses relevant to their career interests, 73.8% answered in the affirmative. This points up the strong relationship between community college education and occupational/career aspiration. Students were further queried as to why they were unable to take relevant courses, when such was the case. While the reasons given were extremely diverse, the modal reply (22.9%) was that they did not register in time. This has strong implications for either the extension of registration periods or at least for better forewarning for potential students to help ensure timely registration. Interestingly, only 5.7% of

the noncontinuing students listed their jobs (time conflicts) as being responsible for their not being able to take relevant courses.

What did students like most about their coursework? About a third listed good teachers; this was the modal response. Other factors which are less interpretable include "Education" (11.3%) and "Interesting" (10.5%).

On the other side of the coin, the lack of relevance of the student's major field to his/her career goal was listed by 42.6% of respondents as the factors liked least about the coursework. This probably reflects poor choice of major on the part of the student since "Course Content in Student's Major Field" was another answer option (listed by 17.0% of respondents). This 17% may also be including college or departmental breadth requirements as undesirable. Almost 20% of the students listed a lack of social opportunities as a factor liked least about coursework. Surely the importance of student services to student retention becomes clear at this point.

About 77% of our former students were employed while attending ELAC (as we will see later). Over 2/3 of these people felt that their education was relevant to their jobs. Enigmatically, a larger proportion -- 88.8% -- felt that the courses were

useful to their jobs. The existence of some respondents listing coursework as useful but irrelevant to their jobs adds a note of humor to the results!

The information in Table XIX presents a wideband evaluation of several ELAC phenomena. We find that 84.2% of the former students felt that the courses were accurately described in the College Catalog, and about the same proportion -- 83.3% -- felt that the courses were what the students expected. This points up a very strong probable relationship between catalog listing and student expectation, and strengthens the importance of accurate cataloging of courses.

From this same Table we find that over 1/3 of the students felt that the courses required "an excessive amount of work." Almost 20% felt that the coursework was too advanced/difficult. These factors may or may not be seen as derogatory, depending on one's orientation.

A full 82.4% of students felt that class material was well taught, with 77.2% agreeing that the courses were challenging.

Academic counselors were contacted by fewer than 1/3 of our noncontinuing students, with the median at 0.21 visits. It would be inappropriate to conclude from this that lack of

counseling accounted for the students' leaving school since the reasons for noncontinuation (listed later in this paper) preclude such erroneous conclusions. Nevertheless, a strong push to either require or strongly recommend academic counseling could conceivably decrease the attrition rate by providing constructive alternatives to simply leaving school.

Those who availed themselves of counseling services were mixed in their levels of appreciation. Sixty-five and two tenths percent of respondents agreed that the counselors were helpful in getting needed courses, while 56.7% felt that the counselors were helpful in getting the students to understand their courses better. While counseling is traditionally (at most institutions) the lowest-rated service, the less-than-2/3 satisfaction rates here merit scrutiny.

The survey honed in on tutoring, finding that 15.7% of the respondents had used tutors. Over 3/4 of those who did use them felt they were helpful, and 81.2% said that they would use the service again. Of those who did not use tutoring, 63.4% said that this was so merely because they didn't need them; another 5.2% said that there were no tutors available for their classes.

Regardless of why they enrolled or how they heard about the college, students were asked to list the most liked aspects

of the college (coursework itself was dealt with earlier). The importance of location was again echoed by 19.3% of our noncontinuing students, but this time there was another major factor, "The College in General," listed by 22.7%. This writer really doesn't know how to interpret the latter reply. The importance of social opportunities in student satisfaction and retention is again evident from the fact that 10.2% of the respondents listed them as the most liked aspects of ELAC.

(The reader is asked to re-read Initial Note number 6 before continuing.)

When queried about the least liked aspects of the college, the most frequent answer, given by 30.6% of respondents, was "facilities." This could reflect anything from the wrong color blackboards to air conditioning to bungalow appearance, but is most probably related to parking (cf. Table XXIX). Teaching in the student's major field accounted for 12.2% of least liked aspects; 8.2% of respondents were dissatisfied with counseling (the reader will recall that the median number of counselor visits was only 0.21).

The interaction between gainful employment and study was also scrutinized by the survey. As aforementioned, 77.3% of the former students worked while attending ELAC. Those who worked

did so a mean of 34.4 hours, with a median of 39.8 hours and a mode of 40 hours. The fulltime, "pure" student is surely a myth.

About a third of the working students -- 32.3% -- felt that their college schedules interfered with their work schedules. Over half of the nonworking students -- 52.6% -- were interested in working while attending. The appropriateness of the ELAC Placement Office in underscored by this large proportion of unemployed students interested in concurrent employment. Only 25.5% of the nonworking students used the Placement Office, however. Perhaps the large group who wanted to work while attending but did not use the Placement Office were unaware of the office's services. It may be appropriate to increase the office's publicity, again to maximize retention.

Almost half of the students receiving financial aid -- 46.2% -- felt that the aid was inadequate. The accuracy of the "inadequate" judgement is of course in question since it is subjective. Students who did not recieve financial aid were asked if they knew whether or not they were eligible, and about a quarter of them -- 25.1% -- did know. That implies that some number of the 74.9% who did not know whether or not they were eligible may have been recipients had they applied.

A number of services were evaluated by the respondents, as displayed in Table XXIX. Not unexpectedly, the modal "adequate" rating went to the college's location. Beyond that, the highest rating went to library services (even before the shift to the new library). Clearly, the lowest rating went to the parking facilities, with only 37.9% of the students listing them as adequate.

Now we move on to perhaps the most important question on the entire survey: Why students did not return for the Spring semester. The reasons given were diverse; only 67.9% were reasonably codable. The modal response was that the student was now working; this accounted for 26.9% of the respondents. Another 11.7% graduated, thusfar cumulatively accounting for 38.6%. The only other reason accounting for more than 5% was "Home Responsibilities," with a 7.6% figure. Pleasantly, the reasons overall do not reflect the college itself as a motivator for not returning. Most all reasons were external (illness, too busy, no transportation, etc.).

Students were asked what the college could do to induce them to return. Of those few listing anything, 50% said that they wanted more or better classes in their majors. Small proportions of respondents listed other things such as improving facilities, counseling, or organization.

Where do our transfer students go? Those few who do transfer (about 14%) go primarily to California State University at Los Angeles (37.5%). Significantly, the next largest group (18.7%) go to another college in the Los Angeles Community College District. Smaller numbers go to USC, CSULB, UCLA, and other schools.

A survey of those students shifting from ELAC to another LACCD campus could provide valuable insights into the strong and weak points of each affected campus.

Asked what they were doing now, the vast majority (82.8%) of our former students said that they were working. Home or family duties were occupying 5.7%; 4.2% were looking for work. Only 1% were "traveling," and 0.5% were in the military.

Students attending other institutions were asked what they liked and disliked about their current schools. The positive aspects were essentially the same as those aspects liked about ELAC (the school in general, course content, etc.) except for location. The negative aspects were also similar except that 11.1% disliked their current institutions' location; this makes sense when considering the large number of students liking ELAC for its proximity to their homes.

When respondents were asked if they had been prepared for

their college courses in terms of basic skills, a full 70.5% felt that they had been adequately prepared. This is of considerable interest in light of the statistic that 56.7% of the survey group were interested in receiving information on ELAC's basic skills programs.

Tables XXXVIII through XLIX provide crosstabulations of several variables by sex, fulltime/parttime, and day/evening status. Some of the trends one may observe within these data include:

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- Females ultimately attend for more semesters than do males.
- Females ultimately take more units than do males.
- Females are slightly more interested in degrees than are males; males are slightly more interested in certificates than are females.
- Males and females cite similar reasons for not returning to ELAC, although a larger proportion of males were working or "not interested," while a larger proportion of females were out due to "illness," "don't want to work that hard," and "transportation" difficulties. Interestingly, almost equivalent proportions of males and females listed "home responsibilities" as reasons for not returning.
- Slightly more males than females are currently working; 11.5% of the females but 0% of the males listed home or family duties as their primary current activity.
- Similar proportions of former fulltime and parttime students are currently working, taking care of home/family duties, or looking for work; more former full-timers are traveling while more former parttimers are now in the military.
- While the differences between current activities of former day and evening students are negligible, the largest differential is between those taking on home or family duties (4.0% day, 7.6% evening).

- Former fulltime students were more positive about counselor helpfulness in terms of getting desired courses; former parttime students were substantially more positive about "understanding the courses better" than were former fulltimers.
- Day and evening differences were smaller than fulltime/parttime differences on counselor helpfulness ratings discussed immediately above.

It is important for the reader to keep in mind Initial Note number 6 from the beginning of this Discussion and Conclusions section while reading the remainder of this section.

- The largest differences between former fulltime and parttime students in terms of most liked aspects of ELAC were the "Teachers Nice/Caring" category (13.3% fulltime but only 3.8% parttime) and "Course Content in Student's Major Field" (1.7% fulltime; 8.5% parttime).
- Former day and evening students differed frequently on most liked aspects of ELAC, with the most notable differences being in the areas of "The College in General" (day 28.0%, evening 17.3%) and "Teachers Nice/Caring" (day 10.8%, evening 3.7%).
- Least-liked aspects of the college were rated substantially more similarly by former fulltime and parttime students; one interesting difference, however, was on "Location

of the College," which was rated as least liked by 4.8% of fulltime but only 1.9% of parttime.

- In the same fashion, the day/evening differences were not large in terms of least liked aspects of ELAC, although there was an over 10% differential in "Facilities" (day 26.3%, evening 36.6%) and a noticeable difference between "Location of the College" listings (day 5.3%, evening 0.0%).
- As one would expect, the reasons for not returning to ELAC differed substantially between fulltime and part-time (except for the striking similarity in the "Is Working" reason). While 22.8% of the former fulltimers listed "Graduated," only 5.7% of the former parttimers did so.

The transportation problem was more severe for fulltimers (8.8%) than for parttimers (1.9%). None of the fulltimers listed "Not Interested," while 5.7% of the parttimers did so.

- The most glaring differences between former day and evening students in terms of reason for not returning to ELAC were: more day than evening former students listed working (31.8% vs. 22.2%); more day than evening students listed graduation (17.0% vs. 6.2%); more day than evening former students listed a lack of transportation

(6.8% vs. 1.2%), and fewer day than evening former students listed "Home Responsibilities" (4.5% vs. 11.1%).

- Perhaps the fewest differences between fulltime/parttime and between day/evening former students occurred in how the students found out about the college. The major differentiating factors were via high school counselor (22.1% FT, 13.3% PT; and 23.6% day; 8.7% evening) and newpaper (1.5% FT, 3.7% PT; and 0.9% day, 4.9% evening).
- The reasons the students chose ELAC showed some interesting differences. Proximity to home was more important to parttime (66.9%) and evening (64.2%) students than it was to fulltime (53.0%) or day (58.7%) students. "Personal Interest" as a motiviation was more primary to fulltimers (6.1%) than to parttimers (0.8%); similarly, it was more primary to day (3.8%) than to evening (1.1%) students. The cost of instruction was meaningful to the former day students (6.7%) but certainly not the prime motivator for the evening students (0.0%).

RECOMMENDATIONS

While much of this Report is purely descriptive in nature, there obtained a few areas where recommendations could be made for the improvement of one or more aspects of East Los Angeles College's function. Below is an explicit list

of the most easily identifiable recommendations, all of which are justifiable of the bases of data presented earlier:

A. Faculty, staff, and administration should view the school realistically as a true "community college" rather than purely or primarily as a two-year institution. The modal stay at ELAC is only one semester, and only 9.8% of the students see ELAC as a preparatory step to a four-year institution.

B. Basic English and ESL classes should recieve significant support since the Spanish language is heard in 71.2% of our students' homes, and it is the primary language in over 20% of the homes.

C. Course and degree completion rates are inappropriate measures of institutional accountability since students do not see "paper" recognition as a major educational goal.

D. Either registration periods should be extended, or more or better forewarning before the registration period should be instituted.

E. Either students should receive extra guidance in the selection of a major, or they should steered away from the "major" concept.

F. "Social opportunities" were critical factors to a significant number of students. Student Services administration should maximize such opportunities.

G. Accurate cataloging of courses is of extreme importance; maintain or improve the accuracy and readability of the catalog.

H. Increase the porportion of students visiting a counselor (fewer than one third of respondents had seen one even once).

I. Improve the parking situation; less than 40% of the students feel that it is adequate.

J. Staff should assume that students have work responsibilities in addition to their studies. The myth of the fulltime, exclusive student is unwarranted.

K. Increase the publicity and visibility of the Placement Office. Over half of the nonworking students are interested in working while attending ELAC.

L. Increase the publicity and visibility of the Financial Aids Office. Almost 3/4 of our students are not aware of whether or not they would be eligible for financial assistance through Financial Aids.

M. The vast majority of noncontinuing students leave for reasons unrelated to the institution. Stigma gleaned from the noncompletion rate is basically unwarranted.

N. Study the 18.7% of transfer students who leave ELAC for another LACCD campus. This could provide significant insights into ELAC's effectiveness and strong and weak points.

APPENDIX I

FORMER STUDENTS SURVEY FORM

QUESTIONNAIRE NO.____

TIME:_____ DATE:__/__/78__

INTERVIEWER:_____ 5

SEX: MALE △ } 6
FEMALE △

FORMER STUDENTS SURVEY (FROM INFORMATION SHEETS)

INTERVIEWEE: MR./MS._____ SOCIAL SECURITY NO:__/__ 7

ADDRESS:_____ AGE:_____

_____ MAJOR:_____ 8-9
NAME CODE #

HELLO, MAY I PLEASE SPEAK TO MR/MS._____,
MY NAME IS _____. WE MISSED YOU DURING THE SPRING SEMESTER....WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT THE COLLEGE.

IF PERSON CAN'T TALK TO YOU THEN, ASK:

"IS THERE A MORE CONVENIENT TIME WHEN I MAY CALL YOU BACK?"

IF SO, ASK: FOR TIME AND DATE:

TIME:_____ DATE:__/__/78

IF NO, END INTERVIEW THANK YOU, GOOD-BYE/GOOD NIGHT

1. "WHAT LANGUAGES DO YOU SPEAK IN YOUR HOME?" 10

IF PERSON SPEAKS SPANISH AT HOME, ASK:

"PREFIERE HABLAR EN ESPANOL?"

IF YES, USE SPANISH QUESTIONNAIRE

2. "ARE YOU A VETERAN?" YES (2) NO (1) ----------▷ 11

3. "WHAT WAS YOUR PRINCIPAL MEANS OF TRANSPORTATION DURING THE FALL SEMESTER?" 12

1 own car	4 bus	7 borrowed car
2 walk	5 motorcycle	8 other:
3 car pool	6 bicycle	(Specify: _____)

4. WHAT IS YOUR ETHNIC BACKGROUND?" 13

1 American Indian/Alaskan	5 Hispanic (includes Chicano)
2 Asian	6 White (Anglo)
3 Black	7 Other
4 Filipino	8 Refused to answer

5. "HOW DID YOU FIRST FIND OUT ABOUT ELAC?" 14

6. "WHY DID YOU CHOOSE ELAC?" 15

7. "HOW MANY SEMESTERS DID YOU COMPLETE AT ELAC." ☐ SEMESTERS----------▷ 16

8. "APPROXIMATELY HOW MANY UNITS HAVE YOU COMPLETED AT ELAC." ☐ UNITS----▷ 17

9. WERE YOU GENERALLY A FULL-TIME OR PART-TIME STUDENT?"

FULL-TIME 1
PART-TIME 2
SOME 3

18

10. "WERE YOU ENROLLED PRINCIPALLY IN DAY OR EVENING CLASSES?"

DAY 1
EVENING 2
BOTH 3

19

11. "WERE YOU ENROLLED IN AN A.A. DEGREE OR CERTIFICATE PROGRAM AT ELAC?"

DEGREE 1
CERTIFICATE 2
NEITHER 3

20

12. "WHAT PERSONAL BENEFIT DID YOU EXPECT TO GET FROM ATTENDING ELAC?" (PROMPT: What was the primary reason for attending ELAC?")

21

13. "IN WHAT AREA OF STUDY ARE YOU MOST INTERESTED?"

22-23

14. "WERE YOU ABLE TO TAKE ANY COURSES RELATED TO THIS AREA OF INTERESTS" 24

NO (1) YES (2) ------>

IF NO, ASK: "WHY NOT?" (PROMPT: "WAS IT BECAUSE OF PERSONAL OR SCHOOL REASONS?")

25

GO TO QUESTION # 15

IF YES, ASK:

"WHAT DID YOU LIKE THE MOST ABOUT THEM?"

26

"WHAT DID YOU LIKE THE LEAST ABOUT THEM?"

27

"WERE THESE CLASSES RELATED TO A JOB INTEREST OF YOURS?" NO (1) YES (2) ---------> 28

IF YES, ASK: "WERE THEY USEFUL?"

YES (2)
NO (1) ---------> 29

15. I AM NOW GOING TO ASK YOU SOME QUESTIONS RELATED TO THE COLLEGE COURSES YOU TOOK DURING THE FALL SEMESTER AT ELAC. YOUR EXPERIENCES AND OPINIONS ARE IMPORTANT FOR IMPROVING THE QUALITY OF EAST LOS ANGELES COLLEGE.

"PLEASE TELL ME IF YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS".

AGREE/DISAGREE

THE COURSES WERE ACCURATELY DESCRIBED IN THE COLLEGE CATALOG _____ 30

THE COURSES REQUIRED AN EXCESSIVE AMOUNT OF WORK _____ 31

THE COURSE WORK WAS TOO ADVANCED (DIFFICULT) _____ 32

THE CLASS MATERIAL WAS WELL TAUGHT _____ 33

THE COURSES WERE CHALLENGING _____ 34

THE COURSES WERE WHAT YOU EXPECTED _____ 35

---

16. "HOW OFTEN DID YOU MEET WITH AN ACADEMIC COUNSELOR DURING THE FALL SEMESTER?"

[ ] NEVER ---------- 36

[ASK] "WHY?" [ ] 37

GO TO QUESTION #17

[ ] TIMES/SEMESTER ---------- 38

[ASK:] "WERE THESE MEETINGS HELPFUL IN TERMS OF:

AGREE/DISAGREE 39

1 Getting the courses you needed 2 1

2 Understanding the courses better 2 1 40

17. "DID YOU EVER USE THE TUTORIAL SERVICES AT ELAC?" NO (1) YES (2) ------> 41

IF NO, ASK: "WHY?"

1 ___ didn't need them
2 ___ heard they weren't very good
3 ___ didn't have any tutors for my class
4 ___ heard it's hard to meet with them
___ other (Specify:_____)

42

GO TO QUESTION # 18

IF YES, ASK: "WERE THEY HELPFUL?" YES (2) NO (1) ---> 43

"WOULD YOU USE THIS SERVICE AGAIN?"
YES (2) NO (1) ---> 44

ASK: "WHY?"

45

---

18. "WHAT DID YOU LIKE THE MOST ABOUT ELAC?"

46

---

19. "WHAT DID YOU LIKE LEAST ABOUT ELAC?"

47

20. "WERE YOU EMPLOYED WHILE YOU ATTENDED ELAC?" NO 1 YES 2 ---------> 48

IF YES, ASK: "HOW MANY HOURS PER WEEK DID YOU WORK?"

[ ] HOURS/WEEK ---------> 49

"DID YOUR WORK SCHEDULE INTERFERE WITH YOUR CLASSES?"

NO 1 YES 2 ---------> 50

GO TO QUESTION # 21

IF NO, ASK: "WERE YOU INTERESTED IN WORKING WHILE ATTENDING ELAC?"

NO 1 YES 2 ---------> 51

"DID YOU USE THE JOB PLACEMENT SERVICES AT ELAC?"

NO 1 YES 2 ---------> 52

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21. "DID YOU RECEIVE ANY FINANCIAL AID WHILE YOU ATTENDED ELAC?" NO 1 YES 2 53

IF YES, ASK: "WHAT TYPE OF AID (OR GRANT) WAS IT?" [ ] 54

"WAS IT ENOUGH ?" NO 1 YES 2 ---------> 55

GO TO QUESTION # 22

IF NO, ASK: "DO YOU KNOW IF YOU WERE ELIGIBLE FOR FINANCIAL AID?"

NO 1 YES 2 ---------> 56

22. "I AM NOW GOING TO READ A LIST OF STATEMENTS ABOUT SERVICES AT EAST LOS ANGELES COLLEGE. WOULD YOU PLEASE TELL ME IF YOU FEEL THEY ARE ADEQUATE OR INADEQUATE?"

(IF THEY DON'T HAVE AN OPINION FOR ONE STATEMENT, GO TO NEXT: DON'T PAUSE TOO LONG.) READ EACH STATEMENT AS FOLLOWS: E.G., "THE COUNSELING SERVICES ARE ADEQUATE OR INADEQUATE?"

EAST LOS ANGELES COLLEGE SERVICE	ADEQUATE	INADEQUATE	NO OPINION	
A. THE COUNSELING SERVICES ARE				57
B. THE DEPARTMENT ADVISORS ARE				58
C. THE LIBRARY SERVICES ARE				59
D. THE JOB PLACEMENT SERVICES ARE				60
E. THE FINANCIAL AID OPPORTUNITIES ARE				61
F. THE LOCATION OF THE COLLEGE IS				62
G. THE AVAILABILITY OF TEACHERS OUTSIDE OF CLASS IS				63
H. THE SCHEDULE OF COURSES IS				64
I. THE PARKING FACILITIES ARE				65
J. THE REGISTRATION PROCESS IS				66

23. "WHAT WAS THE REASON FOR NOT RETURNING TO ELAC FOR THE SPRING SEMESTER?" 67

24. "DO YOU PLAN TO RETURN TO ELAC?" NO (1) YES (2) ---------- 68

IF YES OR MAYBE, ASK: "WHAT COULD THE COLLEGE OFFER TO FACILITATE YOUR RETURN?"

69

GO TO QUESTION # 25

IF NO, ASK: "WHAT COULD ELAC DO TO INTEREST YOU IN RETURNING?"

70

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25. "WHAT ARE YOU CURRENTLY DOING?" (PROMPT: "ARE YOU WORKING OR GOING TO SCHOOL?") 71

____PLANNING TO ATTEND ANOTHER SCHOOL SOON _____ NAME OF SCHOOL

____ATTENDING ANOTHER SCHOOL _____ NAME OF SCHOOL 72

__1__ LOOKING FOR WORK
__2__ WORKING
__3__ ENTERED OR PLAN TO ENTER MILITARY SERVICE
__4__ CARING FOR HOME AND/OR FAMILY
__5__ TRAVELING
____ OTHER (SPECIFY: _____)

73

***IF ATTENDING OR PLANNING TO ATTEND ANOTHER SCHOOL, GO TO QUESTION # 26

IF NOT, GO TO QUESTION # 28

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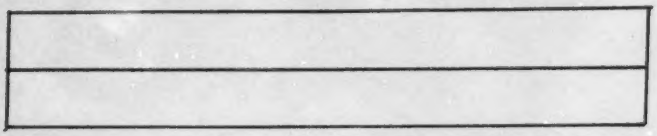
26. "WHAT DO YOU LIKE THE MOST ABOUT _____ ?"
NAME OF SCHOOL

74

27. "WHAT DO YOU LIKE THE LEAST ABOUT _____?
name of school



75

28. "DO YOU FEEL THAT YOU WERE PREPARED FOR YOUR COLLEGE COURSES? (Prompt: "Do you feel you had adequate English reading and writing skills?")

NO 1 YES 2 → 76

"WOULD YOU BE INTERESTED IN RECEIVING INFORMATION ABOUT OUR DEVELOPMENTAL PROGRAMS IN BASIC SKILLS (English and (Math)?"

NO 1 YES 2 → 77

29. "WE"RE PROUD OF OUR COLLEGE AND IF YOU WOULD APPROVE, WE WOULD LIKE TO SEND YOU SOME LITERATURE LISTING THE FALL COURSES, OUR COUNSELING, FINANCIAL AND OTHER COMMUNITY SERVICES. MAY WE SEND YOU THIS INFORMATION?"

NO 1 YES 2 → 78

ASK: "DO YOU STILL LIVE AT_____

(If they do not, ask for their new address)

"THANK YOU VERY MUCH FOR YOUR TIME"

GOOD-BYE/GOOD NIGHT

APPENDIX II

REPRESENTATIVENESS OF THE SAMPLE OF RESPONDENTS

Selected demographic statistics from the survey were compared to population parameters via Chi-Square tests of association: Yates' correction for continuity was employed, and the 0.05 level of significance was criterion. Source for paramaters was: "Enrollment and Attendance: 1968-1978; Research Report 78-01." Office of Educational Research and Analysis, Los Angeles Community College District, May, 1978.

RESULTS

MEASURE	X^2 obtained	X^2 critical	df	SIGNIFICANT?
Sex Breakdown	0.14	3.84	1	No
Ethnic Breakdown	134.43	11.07	5	Yes
Age Breakdown	9.45	14.07	7	No
Student Load Indicator	3.51	3.84	1	No
Attendance Logistics	10.84	3.84	1	Yes

These results indicate that while the respondents' distributions of sex, age and fulltime/parttime status were not different from those of the Fall, 1977 student body from which they came, the ethnic breakdowns and day/evening differentiations were significantly dissimilar.

Since recent research indicates that California Community College student attendance patterns are inconsistent (for example, only a small minority of CCC students attend for exactly two years), the impact of the above statistics is questionable. We can say that the rate at which students discontinue attendance is similar across sex and age categories and is unrelated to fulltime/parttime status. The ethnic and day/evening differences may indicate that the sample was nonrandom or that attendance patterns differ among ethnic groups and/or between day/evening students.

The fulltime/parttime dichotomy is more meaningful than the day/evening differentiation (partially because, for purposes of these statistics, students attending both day and evening were combined into the day category), and it was not significantly different from the population value. The sex and age distribitions were also not different. On the bases of these factors, we can assign a qualified "representative" label to the sample and therefore assume, within broad limits, that the data in this study can be generalized to all ELAC noncontinuing students.

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OCT 17 1980